Cynthia Brawley

*Jasper Jones* Lesson

Discovering Themes

Standards:

RL9.2: Determine theme/analyze its development in the text

RI9.1: Cite textual evidence to support analysis

RI9.5: Analyze how an author’s claims are developed and refined by sentences or paragraphs

SL9.1a: Come to discussions prepared by referring to evidence from the text

Summary: Students will review *Jasper Jones* in literature circles of 3-4. Then, using the theme list, they will pick a theme that they believe most represents the story. They will then create a poster board sized drawing depicting the theme using a scale. Then, students must find two quotes to represent each side of the scale. Student groups will present and explain their drawings/selections to the class.

Example:

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“Appearances aren’t always Reality”

|  |  |
| --- | --- |
| Appearances | Reality |
| “In families throughout Corrigan, he’s the first name to be blamed for all manner of trouble” (5). | “And him? He sat at the table quiet and calm. The shire president…He wasn’t even sorry. He had no love in him.” (266). |
| “‘So who *did*?” I ask, before a cold feeling of terror and dread suddenly has me backing away from him. I gag on the word: “You?’”(11). | “And then she rocked back and fell. Eliza remembered being startled when she didn’t hit the ground…Laura had just fallen from grace.” (263). |